



TEACHERS' AND STUDENTS' PERCEPTION AND ATTITUDE ON SEX EDUCATION IN SPECIAL SCHOOL IN SURAKARTA, INDONESIA

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Abstrak:

Tujuan Penelitian ini adalah untuk (1) Mengetahui persepsi dan Sikap Guru dan anak terhadap pendidikan seks di Sekolah Luar Biasa (2) Mengetahui materi apa saja yang diperlukan dalam pendidikan seks di Sekolah Luar Biasa (3) Mengetahui siapa saja yang layak untuk memberikan pendidikan seks di Sekolah Luar Biasa Penelitian ini menggunakan metode Diskriptif Kualitatif. Teknik sampling menggunakan Purposive Sampling. dengan Sample Penelitian adalah Guru Sekolah Luar Biasa di wilayah Surakarta yang mengajar SMPLB dan SMALB Dan Anak Luar Biasa yang berada di bangku SMPLB dan SMALB. Teknik Pengumpulan data menggunakan wawancara dan angket. Teknik analisis menggunakan teknik analisis interaktif. Validasi data menggunakan Triangulasi data. Kesimpulan yang didapat dalam penelitian ini adalah (1) Persepsi dan Sikap Guru Sekolah Luar Biasa dan Anak Luar Biasa terhadap Pendidikan seks sangat positif. Seluruh responden memandang bahwa Pendidikan Seks perlu dan sangat penting untuk diterapkan di Sekolah Luar Biasa. (2) Materi yang perlu dan sangat penting untuk diterapkan dalam pendidikan seks adalah masalah kesehatan reproduksi, perilaku seks menyimpang, penyakit menular seksual, akibat seks bebas, masalah kesehatan diri, masalah hubungan pria dan wanita. (3) Orang yang layak dalam memberikan Pendidikan Seks di Sekolah Luar Biasa adalah Guru IPA (Biologi), Guru Agama, Kepala Sekolah, Guru Khusus yang telah mendapat penataran tentang Pendidikan Seks.

Kata Kunci: persepsi dan sikap, pendidikan seks, anak luar biasa

Abstract:

The present study aimed to (1) find out the teachers' and children' perception and attitude on sex education at special school, (2) to find out the material needed for sex education at special school, (3) to find out the appropriate person to deliver sex

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education at special school. This study employed a qualitative descriptive method. Purposive sampling emerged as the sampling technique of the study. The samples of the study were the teacher at special schools in Surakarta region who taught at SMPLB and SMALB, and Students with special needs who are at SMPLB and SMALB-level. The data were collected through interview and questionnaire. Interactive analysis was employed as the analysis technique. The data were validated using data triangulation. Based on the result of the study, it could be concluded that (1) the special school teachers' perception and attitude toward sex education is very positive. All of the respondents consider sex education necessary and important to be implemented in special school. (2) The material that is needed, and is important to be applied for sex education is related to reproductive health, deviant sexual behavior, sexually transmitted disease, the effect of free sex, self-health issues, and men and women relationship issue. (3) People who are appropriate to deliver sex education in special school are Natural Science (Biology) teacher, teacher of religious subject, Headmaster, A dedicated teacher who have undergone training on Sex Education

Keywords: perception and attitude, sex education, students with special needs

1. Introduction

One of the attempts made to create a good quality human resource is through education. Education can be carried out in both formal and non-formal institution. Adolescent as one of the most potential human resource in determining the future of a country is expected to possess high moral and responsibility so that they can be a good role model for their family, society, and country. But what happens to adolescents nowadays? Sexual issues like free sex, premarital pregnancy, rape, sexual harassment, and sexual deviance are often committed by adolescents.

Adolescents, both non-disabled or disabled ones need a proper sex education. Healthy and proper sex education is expected to prevent them from unhealthy, risky, and deviant sexual behaviors.

Adolescents who are in puberty possess strong impulses or desires regarding their physical changes, and they start to be attracted to the opposite-sex. Accordingly, they need to be taught regarding respect and responsibility for themselves and their environment for a better future. They need to grow their awareness regarding respect and responsibility on themselves and their environment through proper information regarding the essence of sexuality inside themselves and human in general. Correct information regarding sexuality can be delivered through sex education in school.

To date, studies on sex education are focused only on mainstream school. Also, the perception of sex education only emerges from the teachers and students of mainstream school. Special School Teachers ' and students' perception and attitude on sex education have not been a concern, so it is difficult to find out their perception to

give sex education to their adult students (Students with special need). Besides, the students' perception of sex education has not also been revealed.

Discussion regarding sex education for adolescent, both non-disabled and disabled adolescents, leads to never ending debates. Many pros and cons arise along with sex education. Among Indonesian society, sex education is considered as pornography. It is perceived as taboo and should not be discussed by adolescents. This phenomenon is related to cultural factors prohibiting sexual-related conversation by adolescents. Sex is considered pornography and private, it may not be discussed with others. In addition, society's understanding related to sexuality is limited, talks on sexuality seem to be associated with sexual intercourse.

Regarding sex education, students with special needs, especially adults, also need a proper understanding regarding sexuality problems in school through sex education. Since the inability to defend themselves and to assess the situation, disabled people often become the victim of sexual abuse and sexual exploitation. Persons with disability are often bullied by non-disabled people. Disabled people do not only need to overcome the problems that emerge from their disability but also adapt themselves on the frustration arises due to their limited understanding on sexual desires and limited understanding on how to control it.

Accordingly, they need sex education. Sex education, including that for children with special needs, possess pros and contras. According to Judy Greenwood, sex education for people with physical and mental disability is necessary because they possess sexual development that is as the same as non-disabled people. They are born as a sexual creature. However, there is also notion against sex education like Kirkendall, he states that *"The concern is that sex education may trigger sexual desire, stimulate negative ideas on children, and lead them to uncontrolled sexuality."*

According to the writer, sex education is aimed to provide a complete and correct explanation regarding sexuality. Through sex education, the adolescents are expected not to misconceive the meaning of sexuality, besides, sex education may add broader knowledge and views from various perspective, and provide actual information regarding sexuality so that they (Students with special needs) possess a complete and directed sexuality knowledge.

Formal sex education has not been available in school, whereas pornography can be found everywhere, especially by adolescents. They need correct information regarding sexual and reproductive health; unfortunately, instead of obtaining correct information, they tend to get the information from less reliable sources. Therefore, only sex education may save them from the negative effect of promiscuity. With sex education, they can obtain correct and trusted sexuality knowledge.

Sex education is not only aimed at non-disabled adolescent but also for disabled adolescents. However, the pros and cons of sex education still exist. Many people agree with sex education, there are also many people who disagree with it both for disabled or non-disabled people.

The aims of the present study were (1) to find out special school teacher' and students' perception and attitude towards sex education in special school, (2) to find out the material needed for sex education in special school, (3) to find out who is appropriate to deliver sex education in special school.

2. Research Methodology

This study employed a qualitative descriptive method by analyzing words, both written or spoken.

Data source refers to the subject where the data are obtained. The source of the data of the present study were (1) informants, the informants of the present study were the teachers of Special school, and students with special needs who were in SLTP and SMALB-level, (2) legal archives and documents as the complementary data.

The data were collected by using questionnaire and interview, in the present study, the researcher employed a guided interview. The guide was used to bring flexible impression and be accepted easily by the respondent. The present study also employed an open-ended questionnaire in order gave the respondents opportunity in answering the questions by their own sentence. The questionnaires were administered directly to the respondents.

Sampling technique of the present study aims to obtain information as much as possible from various sources and to probe information from various sources. The present study tended to select the informant considered reliable and possessing in-depth understanding since this study needs much information on the special school teachers' and students' perception and attitude on sex education in special school. The teachers who were selected as the informant in the present study were the teachers teaching in SMPLB and SMALB, and SMPLB and SMALB-level students, in specific, the present stud employed fifty-nine respondents.

Regarding data validity, the data of the study were validated using triangulation data in order to ensure the validity of the study, it was done by crosschecking the data to the more-competent sources in regard to Sex.

Regarding the data analysis, the data were analyzed interactively (data reduction, data display, verification, and conclusion). The data were analyzed along with the data collection process to ease data processing.

3. Result of the Study

3.1 Special School Teacher's Perception and Attitude on Sex Education

Based on the collected data, it was found that the special school teachers exhibited positive perception on sex education in special school, they view sex education as necessary to be implemented in both mainstream and special school. They also stated that sex education for children with special needs is crucial, given that they possess sexual intuition as the same as non-disable people. Sex education is needed so that

adolescents or students, especially special students, can develop a healthy sexual attitude. Sex education is essential, its material content is not merely information on sexuality or sexual relations, more important information is about how sexuality is viewed in an understanding that is consistent with the social value, for instance, religious norms. Teachers also stated that the implementation of sex education in special school had not been carried out in a structured manner due to the absence of a clear curriculum on sex education.

Sex education material that should be delivered to students with special needs is related to reproductive health, deviant sexual behavior, sexually transmitted diseases. Other attitude exhibited by the teacher that, for teacher who will deliver sex education, it is better for them to have material briefing before carrying sex education in real practice.

3.2 Special School Students' Perception and Attitude on Sex Education

The result of the study from students with special needs show that they want to get sex education (100%), they state that sex education refers to sexual relation between men and women. 78% of the Respondents who stated that sex education is as the same as sexual intercourse. 24.4% of the respondents who stated that sex education refers to education on self-health. All of the respondents stated that they want to understand sexuality problems, they stated that to date, they had not obtained knowledge regarding sex. To date, they got information regarding sex from their friends (32.1%), magazines (28.5%), TV (10%), their boy/girlfriend (3.5%), and radio (14.2%). The result of the study revealed that 7.2% of the respondents state that they are shy to talk about sex, while 92.8% state that they are not. Based on this result, it is expected that the implementation of sex education in special school will be easier.

3.3 Sex Education Material

48.3% of the respondents stated that reproductive health should be delivered in sex education, 12.9% of the respondents stated that the sex education material is the effects of free sex, 19.3% of the respondents stated that the material should be about deviant sexual behavior, and 9.6% of the respondents stated that sex education material should be about sexually transmitted diseases.

39.2% of the students with special needs stated that the sex education material is about self-health, 35.7% of the respondents chose sex education material about sexual intercourse, and those who chose puberty problems were 14.2%, and 10,7% of the respondents chose womanhood.

3.4 Appropriate persons to give sex education

58% of the Teachers stated that the appropriate persons for teaching sex education are Biology teacher, 25.8% of them chose the religious subject teacher, 9.6% of them chose dedicated teacher, and 6.4% of them chose Pancasila and Civic Education (PKn) teacher.

39% of the students with special needs stated that the appropriate teacher for teaching sex education is natural science (IPA)/ Biology teacher, 21.4% of them stated that it is the school counselor, 17.8% of them state that it is Religious subject teacher, 10.7% of them state that it is PKn teacher, and 10.1% of them state that it is headmaster.

4. Conclusion

The conclusion of the study is as follow:

- 1) All of special school teachers and students as the respondent of the study possess positive perception and attitude on sex education. They considered sex education as important to be applied in Special school. Their positive attitude is shown by the teacher, they are ready to deliver sex education material in school. Students with special needs expect that sex education can be implemented in special school for they have not obtained knowledge regarding sex education.
- 2) Sex education material that should be prepared is related to reproductive health, sexually transmitted disease, deviant sexual behavior, the effects of free sex, man-woman relation problem, puberty, and womanhood.
- 3) People who are appropriate in delivering sex education are Biology teacher, Religious subject teacher, headmaster, PKn teacher, and dedicated teacher who have undergone training on sex education.

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